POLICY ON RETENTION, TENURE, AND PROMOTION

Department of Geography
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I. Preamble

The purpose of this document is to define Department standards for successful retention, tenure, and promotion (RTP) of its faculty. Its goal is to encourage, guide, and assist faculty in ongoing professional efforts to develop as excellent teachers, productive scholars, and involved members of the University community. The standards articulated herein, established within the context of the Department's mission, augment requirements detailed in University and College of Liberal Arts RTP documents.

The mission of the Department is to foster, promote, and disseminate geographical knowledge and methodology—in all its various systematic, regional, and technical branches—through quality undergraduate and graduate instruction; scholarly contributions; and active service to the University, profession, and community. This mission includes efforts to provide relevant training for geographically-related careers in the contemporary marketplace, to support the various College and Department studies and certificate programs, and to raise the overall level of geographical and environmental awareness across the University and community. Relative to faculty contributions, while the Department seeks a balance between the three major areas of evaluation, the highest priority is given to quality instruction, followed by scholarship, and then to service responsibilities.

II. Responsibilities

The Department recognizes various levels of responsibility within the RTP process.

A. The Candidate is held responsible for the collection and timely presentation of appropriate evidence of teaching, scholarly, and service accomplishments relative to the stated University, College, and Department evaluation criteria and standards. Candidates are encouraged, however, to seek the advice and guidance of the Department Chair and colleagues regarding the RTP process, and the application of criteria and standards.

B. The Department must articulate, and make available to the Candidate in writing, its mission relative to faculty expectations as well as the application of evaluation criteria and standards. The Department will elect an RTP committee. It will consist of three full-time, tenured faculty members of rank higher than the Candidate.
III. Criteria and Evaluation

The Department follows University policy in distinguishing between Essential Criteria and Enhancing Criteria. Essential Criteria describe the nature and level of performance required of all faculty. Enhancing Criteria establish standards by which the Candidate may qualify and be evaluated in aspects that exceed the Essential Criteria.

1. Instruction and Instructionally Related Activities

   A. Essential Criteria

      (1) Instructional. Instruction should be appropriate to the courses taught, and materials should be up-to-date and appropriate. Course requirements should be clearly stated, including the semester schedule, assignments and grading policies. Grading practices should generally conform to those of University norms.

      (2) Student Evaluations. Student evaluation scores should conform to Department and College means and should reflect effective presentation of subject matter, accessibility, organizational strengths, and, instructor effectiveness.

      (3) Ongoing Professional Development as a Teacher. A narrative documenting efforts to improve teaching effectiveness should include ongoing discussions with colleagues, classroom visits, consultation on course development, as well as participation in CSULB Center for Faculty Development or other teaching seminars and workshops.

      (4) Ongoing Professional Development in the Discipline. A narrative documenting efforts at keeping abreast of discipline developments should include participation in discipline conferences, interaction with colleagues in the field, and other related activities.

   B. Enhancing Criteria

   Faculty are encouraged to present evidence of teaching effectiveness that goes beyond the essential criteria. This may include: innovative approaches to teaching or fostering student learning, including development of new curriculum and instructional materials; activities outside the classroom, such as field trips; student mentoring; collaborative research with students; thesis supervision; development and supervision of internships; support of student organizations; and student recruitment.

2. Scholarly and Creative Activities

   a. Essential Criteria: Faculty are expected to maintain a continuing program of scholarship or creative activity that demonstrates, by favorable review of peers, intellectual and professional growth. This may be accomplished in a variety of ways: by publication of research; the presentation of research findings at meetings or conventions of professional geography and related organizations; participation in academic seminars and institutes; application for research
grants and fellowships; applied professional activities within the discipline; and consulting work of a clear and documentable academic nature.

b. Enhancing Criteria: Scholarly and creative achievement may be enhanced by substantial records of peer reviewed professional activities and products. Emphasis is placed on the quality of research and its contribution to the discipline as measured by juried reviews. Quality research or activities may include: publication of academic books by university and other quality presses; publication of peer-reviewed articles in regional, national, or international journals; articles or chapters published in academic books; publication of research-based textbooks; award of research grants and fellowships; membership on editorial review boards of scholarly journals; editorship of scholarly journals or books; and publication of reviewed software and electronic documents.

3. Professional Service

Professional service includes service on Department, College, and University committees; service to professional geographic and related organizations; and service to the community.

A. Essential Criteria

(1) Department Service. Faculty are expected to participate in Department governance by regularly attending Department meetings and by active service on Department committees.

(2) College and University Service. Faculty are expected to participate in College and University governance by serving on College-wide and University-wide committees.

B. Enhancing Criteria

(1) Professional Service. Faculty may enhance their record through service to international, national, regional, state, and local professional geographic and related organizations.

(2) College and University Service. Faculty may enhance their service record through contributions to the intellectual and scholarly life of the College and University community.

(3) Community Service. Faculty may enhance their record through service to the community such as, but not limited to, volunteer work, public lectures to community groups and schools, committee service, and the like. Service to community organizations must clearly be academic and objective, and consistent with the mission of the University and the Department.